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ABSTRACT

The Job Designs Project, a 3-year federally funded project, provides students (ages 16-22) at an Oregon residential treatment center for youth with emotional and behavioral disorders with supported paid employment in the community. The project has provided job supported employment services to 36 students working in such positions as restaurant bus person, shop assistant, sales assistant, laborer, stock person, pet bather, tax librarian, janitor, and movie theater attendant. Successfully placed individuals had backgrounds including burglary, drug and alcohol abuse, sex abuse, and various mental disorders. It is reported that the 36 students had a total of 60 job placements of which 44 were considered successful. The role of the program's two vocational specialists is emphasized. Third party evaluation and employer surveys as well as evaluation of the long term adjustment of former participants strongly supported the program's approach. A resource list lists 11 references, 9 materials, and 12 recent publications by Teaching Research Staff. (DB)

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TEACHING RESEARCH

Monmouth, Oregon 97361
(503) 838-8391
July, 1992

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Job Designs: A Community Based Program for Students with Emotional and Behavioral Disorders

Introduction

This article describes the Job Designs project. This project stresses the importance of providing maximum support for individuals with emotional and behavioral disorders (EBD). Included are employment data from the first 2 years of the project as well as results of employer satisfaction surveys with the overall program and student employees.

Background and Philosophy

The purpose of the Rehabilitation Act of 1973 was to assist students with disabilities in the transition from school to work (Vogelsberg, Ashe, & Williams, 1986). In 1975, Public Law 94-142, the Education for All Handicapped Children act, now called Individuals with Disabilities Education Act, mandated that individuals with disabilities be educated in the "Least Restrictive Environment" with Individualized Education Plans (IEP's) that provide the structure to develop and monitor each student's educational objectives. Of those students who qualify for special education services, students who are Emotionally and Behavior Disordered (EBD) frequently do not receive the support required for them to succeed in school and the community.

There is a conspicuous absence of both intervention strategies and vocational and functional life skills curricula for students identified as EBD (Bullis & Gaylord-Ross, 1991). Studies completed within the last decade (e.g. Edgar & Levine, 1987; Hasazi, Gordon, & Roe, 1985; Mithaug, Horiuchi, & Fanning, 1985), show that many of these students drop out of school before graduation, have high unemployment rates (Hasazi, Gordon & Roe, 1985), and have difficulty on the job due to inappropriate social behaviors (Bullis, 1989; Gaylord-Ross, Seigel, & Bullis, 1990). A review of the vocational training and supported work literature and programs for EBD adolescents indicates that of the vocational programs that have been implemented, few have been successful (Gaylord-Ross, Seigel, & Bullis, 1990). This article describes the efforts of Teaching Research to provide effective vocational training for

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the EBD population through the Job Designs project.

Teaching Research has a history of participation in the movement toward community based vocational training for persons with severe disabilities that occurred in the mid 1970's. This movement evolved when the "flow through model", which presumed that individuals should remain in sheltered workshops until they acquired the prerequisite skills, i.e. were "ready" for community based employment (Bellamy, Rhodes, Bourbeau, & Mank, 1986), did not work. In fact, individuals with more severe handicapping conditions rarely met the criteria necessary to leave the sheltered setting (Rusch, 1986). As a result of the ineffectiveness of the flow through model, many researchers (Rusch, 1986; Vogelsberg, Ashe, & Williams, 1986) developed programs that utilized Job Coaches to support and train individuals in community jobs. Teaching Research focused on the development of community based job training at the high school level (Egan et al., 1984; Fredericks et al., 1987).

These projects provided an opportunity to examine techniques for developing jobs in the community, for building on the strengths and skills of individuals rather than on their limitations, and for practicing methods of teaching social skills and problem solving in real life settings. Equally as important as new techniques were the increased awareness and acceptance by the business community and society at large of individuals with severe handicapping conditions.

The absence of community vocational training and lack of awareness of the needs of individuals with EBD are only now being recognized. The social isolation and lack of support structures for these individuals has been devastating for them, their families, and society. Teaching Research responded to the needs of this population from the same philosophical base that lead to community vocational and supported employment projects for other individuals with disabling conditions, i.e. individuals, no matter what the handicapping condition, have the right to be included in society and to contribute to their communities. The Sprague High School Project was the initial effort of Teaching Research to respond to the needs of the EBD population.

This project has been serving EBD adolescents in the Salem community for over 13 years. The population served are individuals with dual diagnoses, i.e. EBD with borderline cognitive abilities. The project combines community based vocational training with a functional school curriculum and residential components. The students participating in the project are learning social skills, basic living skills, and work skills in the real world rather than in isolation from their community. The principles of "least restrictive environment" and "normalization", the right of individuals with disabilities to live as normal a life as possible, are being applied to this population. The Job Designs Program builds upon the Sprague High School Project and further broadens the knowledge about and the impact of community based support for individuals with EBD.

Job Designs was developed to serve individuals labeled as EBD; however, the majority of the population served exhibit average or above average cognitive abilities in contrast to the Sprague Program. This population appears to be bright and capable, but often displays an apparent lack of motivation or "bad attitude." Therefore, they may be viewed by society as able to take care of themselves <u>if they want to</u>. The fallacy of this societal attitude is that most of the students do not really know how to function well in our culture. This fallacy has contributed to many students developing feelings of social alienation and anger toward society. Many have developed a belief that they are not good enough to be successful so why should they bother to try to live within the norms of society. Many of those individuals have received psychotherapeutic treatment and been involved with the juvenile corrections system. Frequently out of home placement occurs that often results in institutionalization. What has been missing for this population are <u>opportunities to learn</u> the practical living skills and associated work skills that are fundamental to increase self confidence and the ability to become independent, contributing members of society.

Teaching Research in cooperation with the Children's Farm Home has incorporated paid community employment and ongoing case management services into a comprehensive program for adolescents and young adults exhibiting EBD characteristics who live in Corvallis, Oregon. The Children's Farm Home is a residential treatment center serving children with emotional and behavior disorders. Students attend school at either the on campus school or public high schools in the community. Prior to the Job Design Program, employment for Farm Home residents consisted of on campus work or participation in a landscaping crew. The need for community based experience for students ages 16 and older was seen as critical by both residential and school personnel. Job Designs provided that community based training.

Project Overview

Job Designs is funded by a three year grant through the Department of Education Rehabilitative Services Administration (Grant # H228A901223-91). The project began in October 1989. Project staff receive referrals from the residential treatment center, local high schools, vocational rehabilitation, and the juvenile services department. The purpose of the project is to provide individuals ages 16-22 with paid employment opportunities, support to succeed at work, and case management to assist individuals as they prepare to live independently.

<u>Population Description</u>

The individuals served by Job Designs range in age from 16-22. Most of these individuals carry Diagnostic and Statistical Manual of Mental Disorders (DSM-III) diagnoses, including Antisocial Personality, Oppositional Disorder, Pedophilia, and Substance Abuse. In addition, many are labeled learning disabled and have been adjudicated for various criminal offenses, including theft, burglary, assault and sexual offenses. Perhaps the most alarming fact about this group is that the majority are expected to live independently in 1-2 years even though they have had little opportunity to practice the skills needed to live on their own and stay out of trouble. The majority of these individuals have met with failure in their families, schools, and communities. Many who have had jobs have failed in those jobs. Even though this population has traditionally received therapy to help them deal with the issues that have brought them into residential treatment and the juvenile corrections system, there has been little support in career planning, vocational preparation, or independent living.

The focus of Job Designs is to provide comprehensive support so that individuals can gain self confidence and practical knowledge about how to make it on their own. The strategies utilized by staff to provide effective support involve developing communication and coaching relationships with participants and partnerships with the employers, agency professionals, school personnel, and parent/guardians.

The Role of the Vocational Specialist

The program provides comprehensive support for each participant to be hired and maintain paid, competitive employment until a smooth transition is made either to a job and services in another community or a long term education/career training program. The two Vocational Specialists are the backbone of the program. Each specialist carries a caseload of between 10-15 individuals. Approximately 1/2 of the participants are concurrently employed in community jobs. Support is provided through ongoing case management, monitoring of the work experience, and one-to-one and group training in solving current or anticipated problems.

In the original program design, the vocational specialist was referred to as a job coach whose role was to develop jobs, match individuals to those jobs, and monitor job placements. It became clear, almost immediately, that the job coach was spending considerable time performing case management tasks. In fact, case management became the major focus of the duties; thus, we changed the title "job coach" to "vocational specialist" in order to better define the duties of the position.

The vocational specialist must have knowledge about the public assistance and human services agencies, the juvenile corrections system, public school and post high school programs, and have had training in intervention strategies that work with the EBD population. The specialist must facilitate collaboration among the agency personnel involved with each individual. In most communities in the United States there are no established case management structures for the EBD population. Although it is common for these individuals, who are under age 18, to have Children's Services Division caseworkers, Mental Health Department counselors, and Juvenile Services counselors, communication breakdowns are frequent and there is often no coordinated plan of support. Moreover, after these individuals reach age 18, they may no longer qualify for any support system. Typically, EBD individuals have a higher probability to succeed when there is structure and clear communication in their lives.

The Job Designs staff has taken on the case management role in order to assure maximum support for individuals by coordinating a team effort. Through clear communication and structured action, there is maximum support for project participants to not only succeed in paid community employment, but also to begin accomplishing the objectives that lead to achieving long range personal goals. The ultimate goal is to provide transition planning that includes adult providers such as vocational rehabilitation and community college personnel to prevent individuals from "falling through the cracks" of the system. On-going measurement of the achievement of program objectives and analysis of employer satisfaction and participant follow-along surveys provides the means to recognize to what extent the program is succeeding.

Program Results

The number of individuals placed in paid community employment surpassed the objective for the three year program within the first 2 years of implementation. The program has succeeded in placing individuals with a wide range of emotional and behavioral issues, including burglary, drug and alcohol abuse, sex abuse, and a variety of diagnosed mental illnesses. Many of the jobs are white collar or skilled labor type and have the potential of providing training that may serve these individuals in future career endeavors. The employers surveyed showed support for the project and a high degree of satisfaction with student employees from Job Designs and program staff.

Job Placement Data

The data provided in this section are the results of the first 2 years of the program. Thirty-six youth have been placed in paid community jobs. Table 1 shows the age, diagnosis or condition, job placement, and type of job for each of the 36 participants.

Note the variety of types of employment. Jobs range from accounting firms to pizza parlors. Vocational specialists contacted approximately 160 employers to find work for 36 students.

Table 2 provides job placement data. Note that of 60 job placements, 44 were considered successful, 35 being very successful and 9 mildly successful. As the table indicates, there were 60 job placements because some students had more than one job.

During the first 2 years of the project, the average duration of successful job placements was 3.24 months, with a range of 1 to 19 months. Wages paid ranged from $3.85 per hour to $5.50 per hour with a mean of $4.89 per hour.

Successful Job Placements

Successful job placement is defined as follows: The individual maintained employment at the specified job site until (a) he/she moved to another community; (b) the job ended either because of contract termination, business cut-back or business closure; (c) the individual's school schedule changed so that he/she was unable to work during the hours specified by the employer; or (d) individual's job preferences changed and there was mutual agreement between student and employer that a change in job placement was appropriate.

The very successful placements were those in which the students maintained positive job performance and left the job appropriately, i.e. by giving two weeks notice to the employer or by mutual agreement with the employer that the job was ending as discussed above. Table 2 indicates that there were 35 very successful job placements.

Mildly successful placements were those in which the students maintained positive job performance, however, left the job without proper notice or agreement with the employer, e.g., quit suddenly, did not or to show up for work for non-work related reasons. Table 2 indicates that there were 9 mildly successfully placements.

Unsuccessful Job Placements

Unsuccessful job placement is defined as the individual being fired, running away, or quitting because he or she knew that firing was imminent. There were a total of 16 unsuccessful job placements with an average duration of 1 week to 1.5 months on the job (see Table 2).

The reasons for unsuccessful job placements were: (a) working at too slow a pace; (b) taking too long at breaks; (c) arriving late or not showing up for work; (d) poor quality work; (e) theft on the job. In most cases, the vocational specialist can successfully intervene before the student loses the job by meeting with the participant during nonworking hours to discuss issues, teach problem solving behavior, or provide support for the individual's expression of feelings, etc.

Table 1. List of students, age, diagnostic or condition and job placement

Student #	Age	Diagnostic or Condition Information	Job Placement	Type of Job
1	17	SED; LD; Mixed Specific Disorder Neurological Deficit (epilepsy)	Papa's Pizza Parlor	Bus Person
2	18	SED	Cub Foods	Bottle Room Attendant
3	16	Drug Abuse; LD	Anything Printable	Shop Assistant
4	18	SED: Adjudicated (Driving without license; assault); LD	Wendy's/The Peacock	Food Prep./Dishwasher
5	18	Alcohol; LD; Sex Abuse Victim	Twin Pines Lumber	Sale Assistant
6	17	SED; Alcohol	McGinnis Accounting Fred Meyer Grocery	Tax Processing and Filing
7	17	Drug & Alcohol; Sex Abuse Victim; Anger Management	Comtec Systems Maria Beals (clerical)	Bookkeeping
8	18	Sex Offender; Sex Abuse Victim	Club Foods	Bottle Room Attendant
9	17	Sex Offender; Anger Management	Campbell Construction	Laborer
10	16	Out of Parental Control	John & Phil's Toyota	Lot Attendant
11	16	Sex Offender; Sex Abuse Victim	Fred Meyer Variety	Stock Person
12	16	Affective Dysthymic Disorder; Alcohol Abuse	Cub Foods	Bottle Room Attendant
13	17	Sex Offender; Conduct Disorder (Solitary Aggressive Type)	The Insurance Park	Office Assistant
14	15	SED	Custom Wood Fabricators	Trainee
15	17	Paranoid Schizophrenic; Adjudicated (theft, assault)	Kiger Island Greenhouse	Laborer
16	16	Anger Management	Garenger Auto Detailing	Auto Detailer
17	16	Affective Dysthymic Disorder	Nothrup Seed Co.	Laborer
18	21	Sex Offender, Borderline Normal Intelligence; Epilepsy	Environmental Protection Agency/Tile Account/The Peacock	Laborer/Trainee/ Dishwasher
19	17	Out of Parental Control	Fred Meyer Variety	Stock Person
20	17	Out of Parental Control	Cub Foods	Bottle Room Attendant
21	17	L.D.	Blue Ribbon Pet Grooming	Pet Bather
22	17	SED; Drug & Alcohol Abuse	Super Lube/Wake Robin Farms	Trainer/Laborer
23	17	SED; Abuse Victim	Walkers Greenhouse	Laborer
24	18	Adjudicated (burglary); Anger Management	Pepsi Cola	Warehouse Worker
25	16	Out of Parental Control	Christianson Construction Big O Restaurant	Laborer Dishwasher
26	17	Bi Polar Disorder	Kiger Island Greenhouses	Laborer
27	16	Out of Parental Control (personality disorder, adjudicated burglary)	Olsen & Straughan Ticor Title	Tax Processor Receptionist
28	17	Victim of Sexual Abuse; Out of Parental Control	Maginnis Accounting	Tax Librarian
29	17	Depression (Partial physical impairment due to diabetic stroke)	Bowlby & Assoc.	Tax Librarian Office Assistant
30	17	Adjudicated for MFP and Theft-Anger Management; D & A	John & Phil's Toyota	Lot Attendant
31	17	Out of Parental Control; D & A Problems	Cub Foods Meat Dept.	Apprentice Meat Cutter
31	18	Depression/Suicidal; Out of Parental Control	Walkers Greenhouse	General Laborer
33	17	Adjudicated (car theft); D & A Issues	Cub Foods	Bottle Room Attendant
34	17	EH; Adjudicated (theft)	Whiteside Theater	Movie Theater Attendant
35	19	LD; Paranoid Schizophrenic	Fircrest Farms	Janitor 1
36	16	Adjudicated and SED (Burglary, Unauthorized use of a motor vehicle)	Jerry's Muffler	Trainee

LD - Learning Disabled
EH - Emotionally Handicapped
D & A - Drug and Alcohol Abuse
SED - Seriously Emotionally Disturbed

Table 2. Job Placement Data
Period Ending September 30, 1991

Number of Participants Placed	36
Number of Job Placements	60
Some students had more than on job. (1-5 jobs)	35
Very Successful Placements	
Maintained job; if quit, done appropriately.	9
Mildly Successful Placements	
Maintained job; quit without proper notice.	16
Unsuccessful Placements	
Fired or quit because firing was imminent.	
Successful job placements	44

The student is encouraged to meet with the employer to resolve work issues. Effective coaching by the vocational specialist prior to the meeting, e.g. the use of role playing and working on problem solving steps, can facilitate clear communication between the individual and the employer.

In order for students to keep their jobs in the face of work or non-work issues, it is critical that the vocational specialist develop and maintain a trusting relationship with the student and a partnership with the employer. By doing so, the vocational specialist is informed regarding concerns prior to the concern becoming the reason for job failure. Frequent monitoring of the placement helps to stabilize the community job as do team meetings with other adult supports, and contacts with students off the work site. As stated above, these approaches do not ensure successful job placement for all students. Frequently job failure occurred when employers had problems with students and did not share the concerns with the vocational specialists. Some of the job problems included students being late or not showing up for work, personality conflicts with co-workers and suspected theft at the work site on more than one occasion. Other reasons for job failure were non-work issues, e.g., conflicts with roommates, residential care staff, family, drug and alcohol related problems.

Third Party Evaluation and Survey Information

Three separate procedures have been conducted to evaluate the Job Designs program. First, Robert Gaylord-Ross conducted a third party evaluation of the program. This evaluation included visiting job sites and interviewing employers. As a result of the interview process, it became evident that the majority of supportive employers have had experiences in their lives that gave them empathy and understanding for the individuals participating in the program.

Second, surveys of all employers with whom the staff had face-to-face contact, including those who did not hire Job Designs participants, were conducted. Because of the extensive data, only partial results of the survey of employers are presented here. Table 3 compares employers' impressions of the program, i.e. those who hired and those who did not. It is clear that the majority of employers viewed the program as positive, with 78.9% of employers who hired responding positively, and 10.5% somewhat positively. The somewhat positive responses suggested that employers viewed the program as useful but had some concerns, e.g. not knowing enough about student issues prior to placement and too much or too little contact with vocational specialists. For employers who did not hire, 55.6% had positive impressions of the program and 37% somewhat positive. Those employers having somewhat positive impressions of the program considered the program to be helpful for students but were not convinced of the program's value to their business or did not feel that they had a clear description of the program from the vocational specialist.

Table 3. Survey of Employers:
Impression of Job Designs Program

Survey of Employers

	Number Surveyed	Number Responding	Percent Responding
Employers Who Hired	23	19	82.61%
Employers Who Did Not Hire	42	27	64.29%

Impressions of Job Designs Program

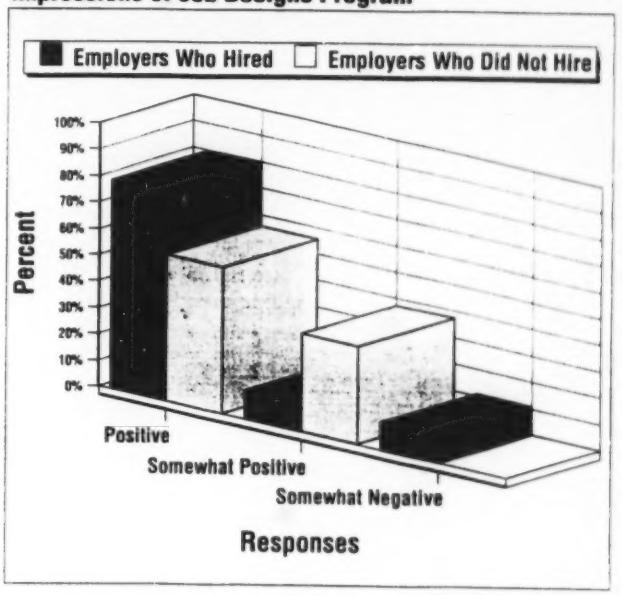

Table 4 shows the employers' overall impressions of the participants hired. Once again, the majority of responses were positive, with 36.7% of employers who hired responding positively and 47.5% responding somewhat positively. The survey also collected employer comments and suggestions for improvement. Employers who hired stated they wanted more information about students prior to job placement. Employers who viewed the program as negative stated that non-work problems caused students to not show up for work. Other comments referred to student's lack of motivation and lack of advanced knowledge of the specific job duties.

The third measure of success of the project is an evaluation of the long-term adjustment of former participants. The study documents individuals' work and community experiences after leaving the program. A study is being conducted with a comparable group of EBD adolescents and young adults from treatment programs similar to the Farm Home. The data are currently being gathered. At the end of 1992 the follow-along data will provide valuable information regarding longer term outcomes for individuals who have participated in Job Designs. These data will be included in a manual currently being drafted.

Summary

The Job Designs program is an opportunity to include individuals with emotional and behavioral disorders in

Table 4. Survey of Employers: Impression of Placed Students

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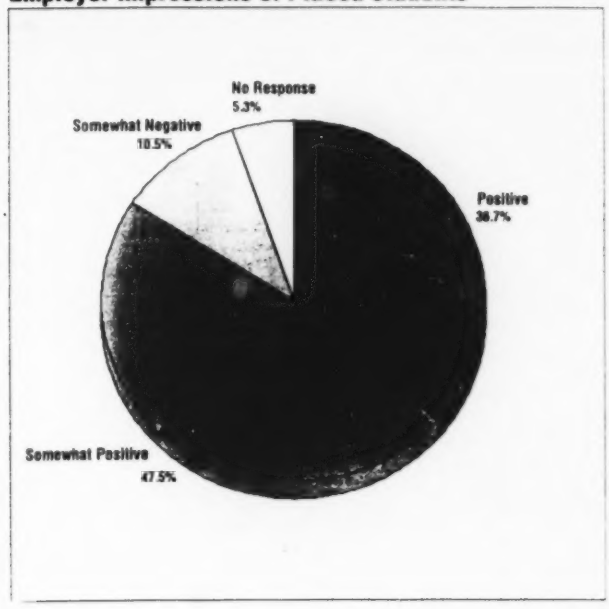
Employer Impressions of Placed Students



community based employment and training. Historically, this population has been the least supported in learning how to live independently. In many instances, the needed case management and transition services that would keep community agencies in communication with the person in need and working toward a common goal do not exist. The many failures experienced by EBD individuals by the time they reach adolescence make the job of building self-esteem difficult. Programs such as Job Designs are the beginning of efforts to provide opportunities for success that depend upon the involvement and commitment of the community.

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■

MATERIALS LIST

In the transition area the following materials are available from Teaching Research Publications.

Associated work skills: A manual. The Teaching Research Special Education Department Staff. Teaching Research Publications, Monmouth, Oregon 97361. $10.00

Functional Living Skills for Adolescents and Adults with Mild and Moderate Disabilities: Budgeting Skills. Nishioka-Evans, V., Kraus, D., Ferguson, C., & Fredericks, B. Teaching Research Publications, Monmouth, Oregon, 97361. 1990.

The Teaching Research curriculum for handicapped adolescents and adults: Personal hygiene. Fredericks, H. D., Makohon, L., Bunse, C., Heyer, M., Buckley, J., Alrick, G., & Samples, B. Teaching Research Publications, Monmouth, Oregon 97361. $10.00

The Teaching Research curriculum for handicapped adolescents and adults: Dressing, clothing care and selection. Fredericks, H. D., Heyer, M., Makohon, L ., Bunse, C., Buckley, J., Trecker, N., Egan, I., Johnson-Dorn, N., Miller-Case, V., Fay, M. L., Paeth, M. A., Alrick, G., & Samples, B. Teaching Research Publications, Monmouth, Oregon 97361. $20.00

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The Teaching Research curriculum for mildly and moderately handicapped adolescents and adults: Taxonomy and assessment. Nishioka-Evans, V., Hadden, C., Kraus, D., Johnson, J., Fredericks, H., & Toews, J. Teaching Research publications, Monmouth, Oregon. $10.00

The Teaching Research curriculum for mildly and moderately handicapped adolescents and adults: Telephone skills. Nishioka-Evans, Fredericks, H., Toews, J., Hadden, C., Moore, W., and Dooley, M. Teaching Research Publications, Monmouth, Oregon. $10.00

Transition for Persons with Deaf-Blindness and other Profound Handicaps. Fredericks, H. D., Covert, A. Teaching Research Publications, Monmouth, Oregon 97361. $10.00

Vocational Training for Students with Severe Handicaps. H. D. Bud Fredericks and Staff of the Teaching Research Vocational Training Model. Teaching Research Publications, Monmouth, Oregon 97361. $13.00

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RECENT PUBLICATIONS AND PRESENTATIONS BY TEACHING RESEARCH STAFF

Articles

Fredericks, B. (1992). A father's vision for America 2000. Coalition Quarterly, 9, 16-17.

Fredericks, B. (1992). Functional analysis. Meaningful Lives, 1, 9-11.

Fredericks, B. (1992). Reader response: A parent's view of sterilization. The Journal of the Association for Persons with Severe Handicaps, 17, 29-30.

Fredericks, B. (1992). Supported living options. Down Syndrome News, 16, 35-36.

Schalock, M. D. (1992). Using a systems approach in restructuring your school. The Bridge, 4(3), 10-11.

Presentations/Workshops

Bullis, M. "Transition issues for behaviorally disordered adolescents." Invited keynote presentation, Utah State University, Intervention Conference, June, 1992.

Bullis, M. "Vocational and transition programming for behaviorally disordered adolescents." Invited workshop, Minnesota State Department of Education, Transition Planning Project, Brainerd, MN, June 1992.

Fredericks, B. "History of deaf-blind education and deaf-blind count." American Association of Educators and Rehabilitation Specialists of the Visually Impaired, Los Angeles, CA, July 1, 1992.

Fredericks, B. "Transition of youth with severe disabilities." Invited keynote, Florida State Department of Education, Orlando, Florida, July 7, 1992.

Fredericks, B. "Issues within transition." Crackerbarrel session, Florida State Department of Education, Orlando, FL, July 7, 1992.

Josephson, J. A., & Moore, W. G. "Birth certificate screening for risk factors for hearing impairments." Alexander Graham Bell Association for the Deaf Convention, San Diego, CA, June 28-July 2, 1992.

Schalock, M. D. "Developing an evaluation plan: Clarifying decision makers, questions, information and decisions." Presentation to North Central Section 622-C Coordinators, Reno, NV, May 21, 1992.

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n.9